



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Progress in Language with Special Reference to English. By OTTO JESPERSEN. New York: Macmillan & Co. 1894. Pages 370 + ix. \$1.90.

SOME idea of the value of the present work may be gained from Sweet's high commendation of Jespersen's *Studies of the English Cases* in Danish, upon which part of this book is based. In the preface of his new *English Grammar*, itself a notable contribution to the study of English, Sweet mentions Jespersen's *Studies* as "the most original and stimulating investigation in English grammar which has appeared for a long time." Similar commendation from less eminent writers has welcomed the present volume over and over again. These would indicate without any other word that the book of Jespersen is one which every teacher of English should own and use.

Even a slight examination of this suggestive book shows that it is made up of two quite distinct parts. The first, including the first five and the last chapter, deals with theories of language development. The second, an elaboration of Jespersen's doctor's dissertation on the same subject, treats specifically the development of the English case system. The seeming diversity of subject is harmonized, according to Jespersen, in the first sentence of the introduction: "No language is better suited than English to the purposes of the student who wishes, by means of historical investigation, to form an independent opinion on the life and development of language in general." While this is true, there will come to many a feeling of some regret that each of the themes was not treated in separate volumes the latter along with other subjects connected with the history of English. Yet all will be grateful for these preliminary studies in fields which have been less carefully worked in the past.

The first part of the book, as the title indicates, deals with the question of progress in linguistic development. It may be noted at the start that this is one of those questions of theory which have been put aside by the youngest and most vigorous school of philologists. This school, which has brought about many of the most important results of linguistic science, has said: "Let us leave purely theoretical questions, until the processes of speech as they exist in living languages about us have been more thoroughly studied." The younger school had in mind especially questions concerning the origin of language, about which there seemed to be such numerous and diverse views, but the question of progress is equally a theoretical one. However, it will

be interesting to understand the new view of the subject of progress which the author proposes.

Jespersen opposes the commonly accepted view that the languages of the Indo-European group have been degenerating by reason of the loss of inflectional forms. In fact he attempts to prove just the reverse. He puts forward many reasons for believing that the laws of inflectional forms in the Indo-European languages indicate progress rather than decay. The new theory is developed in chapters on "Ancient and Modern Languages," "Primitive Grammar," "History of Chinese and of Word-Order," and "Language Development." All these chapters are exceedingly suggestive, and will be read with great interest by those who may not accept all of the conclusions which seem so evident to the author.

The great objection to the theory of Jespersen, as to that which he opposes, seems to be in the very nature of language. Language is purely a convention. It is not an organic development apart from the people which uses it. The inflected language is as well adapted to the people using it, as the uninflected language to the people among which it has grown up. Nevertheless, Jespersen's theory is a good antidote to that which he opposes, since the mediæval conception that the classical languages were a better medium of expression because of their elaborate inflectional systems is certainly a misleading one.

In the second part of the book we are on firmer ground. Here Jespersen shows, in a more methodical manner than has been attempted hitherto, the reason for the breaking down of the English inflectional system, and the origin of our modern forms. The subject is treated in chapters on the "English Case-Systems," "Case-Shiftings in the Pronouns," and the "Group Genitive," as Sweet calls it.

The originality of this second part consists in the care taken to show, by means of various tables, why certain inflectional endings have persisted and why others have been lost. The tabular form in which the material has been arranged indicates at once the more and less numerous forms, and suggests why the more numerous forms have remained to the present day, while the less numerous have disappeared. In other words it is an original and methodical treatment of the influence of analogy. One of the most important features of this discussion is the emphasis placed on a natural development from within, as opposed to the too frequent assumption of foreign influence.

No less excellent are the chapters on "Case Shiftings in the Pro-

nouns" and the "Group Genitive." In the first is a careful discussion of the confusion between nominative and dative-accusative which has been so common in English pronouns, as that by which *you* has displaced *ye* in the modern speech. In the second is treated the history of the genitive sign which is added to the last of a group of words, as in *the Queen of England's son, Jones and Thompson's store*, one of the most convenient syntactical devices of English. Each discussion is illustrated by many examples, which show the author's intimate acquaintance with English literature of all periods.

Not only is Jespersen's work of great value in itself and so to be heartily commended, but it is one more proof of the importance of historical English grammar, a subject which has been far too commonly neglected in this country and in England.

OLIVER FARRAR EMERSON

WESTERN RESERVE UNIVERSITY

Frances Mary Buss and Her Work for Education, by ANNIE E. RIDLEY. New York: Longmans, Green & Co.

THE life of Frances Mary Buss is the history of the rise and progress of the higher education of women in England. "I want girls educated to match their brothers," was her early dream. Her public work was at first a struggle with unfavorable conditions. In the typical fashionable school for girls a generation ago, "the minimum of result has been produced at the maximum of cost." Miss Buss was born August 16, 1827. She began and finished her immediate work within the parish of St. Pancras, but her influence extended in far-reaching educational plans for women from kindergartens to university, and in broad philanthropic schemes to all movements for the extension of woman's opportunities in charities, guilds, and training for teachers. Her work was defined by her environment to one for women, but her ideal was that of co-education (page 33).

She began at 14 to teach; at 16 was in sole charge of a large school; at 23 was mistress of a large private school containing nearly a hundred pupils, which increased to 200 by the time she was 25. Her education was gained in evenings and in the holidays. For her early life there was also the burden of money anxieties.

Her first experience was in a school in Clarence Road, as her mother's associate. When the Governesses' Benevolent Institution in 1848 received the Royal Charter of incorporation as Queen's College,